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ABSTRACT

A study was conducted to determine current requirements for certification in vocational education administration and the number of women who are qualified for and who currently hold such positions. Data was gathered through a request to states for copies of readily available printed material on the requirements for administering vocational programs and on the number of women certified for these positions. Among the findings was that all states require certain qualifications if not certification or licensing for administration of vocational education programs. Thirty-four states require certification that includes specific vocational programs or courses and at times specific occupational experience. Thirteen of fifty states have established work experience requirements ranging from 1,000 to 3,000 hours. For 24.6 percent of the states, general administrative certification suffices. The remaining twelve states have adopted alternative patterns of credentialing that reflect needs identified in those particular states. (LRA)

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Research and Development Series No. 179

WOMEN IN VOCATIONAL EDUCATION ADMINISTRATION

A NATIONWIDE ANALYSIS

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The Ohio State University
1960 Kenny Road
Columbus, Ohio

1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This publication reflects the National Center's ongoing commitment to sex fairness in vocational education and in career and professional development. The report addresses current requirements for certification in vocational education administration and also provides information about the number of women who are qualified for and who currently hold such positions. The data compiled in this document indicate a great disparity between the number of women certified for administrative positions and the number of women who actually hold them. Given the current focus in vocational education on equal access and opportunity in employment, vocational educators must actively apply that policy to their own hiring practices. The National Center is committed to increasing career opportunities and professional development for all qualified individuals, women as well as men.

The National Center is particularly indebted to Ellen Bowers, Project Director, Karen Quinn, Program Associate, and Joan Hungerford, Graduate Research Assistant. Significant contributions to the project were also made by Lucille Campbell Thrane, Associate Director, and Louise Vetter, Program Director of Increasing Sex Fairness in Vocational Education, Development Division where the project was conducted.

Special acknowledgement is given to the personnel in State Departments of Education for their cooperation in this effort.

Credit is also given to the following reviewers of the draft: Amanda Smith, Education Consultant in Sex Equity, Durham, North Carolina; and Lucille Campbell Thrane, Associate Director, Development Division, National Center for Research in Vocational Education.

A special note of appreciation is extended to Mary LaBelle, Project Secretary, and to Brenda Downey for their assistance.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational Education

INTRODUCTION

Women in Vocational Education Administration: A Nationwide Analysis provides information about certification requirements for vocational administrators across the nation and identifies the talent pool of women who meet those requirements. Certification requirements are under review in several states; other states have scheduled reviews within the next few years.

This product is the result of a project sponsored by the Bureau of Occupational and Adult Education under terms of the U.S. Office of Education contract with the National Center for Research in Vocational Education. The data document certification requirements for vocational education administration in all states, and were collected from state departments of vocational education nationwide.

Applicants for vocational education administrative certificates should be aware that final judgments concerning the applicant's qualifications are made at the discretion of the certifying agency. It is advisable to contact each agency as appropriate for specific information.

WOMEN IN
VOCATIONAL EDUCATION
ADMINISTRATION

-A Summary-

WOMEN IN VOCATIONAL EDUCATION ADMINISTRATION

A SUMMARY

The number of women in decision-making and administrative positions in vocational education is small. They are few in number at all levels - national, state, and local. Only seven of twenty-five key appointments in the Bureau of Occupational and Adult Education are filled by women,[1] and there has been only one woman appointed permanent State Director of Vocational Education in the 50 some years this field has formally existed.[2] This underrepresentation results from stereotyping and attitudes that are slow to change. The knowledge and ability of women administrators in male-intensive vocational fields is often not recognized or acknowledged by their male peers.[3] As attitudes change, however, opportunities for women to progress in management and administrative positions will increase.

Statistical evidence proves that negative attitudes are slow to change. Women continue to face discrimination. As curriculum development evolved, a shift in emphasis from traditional course requirements to demonstrated competency as the criterion for administrative positions in vocational education[4] led us to expect

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1. BOAE Statistical Department to Ellen Bowers, December 1978.

2. James L. Reid to Ellen Bowers, 16 January 1979. Based on information furnished by incumbent state directors of vocational education to the office of Executive Secretary of State Directors Association. A woman director has also held a permanent appointment in the Commonwealth of Puerto Rico.

3. Mildred Matthews, "The Life and Times of A Woman Administrator," American Vocational Journal, 50 (September 1979): 36-39.

4. Robert Norton et al., The Identification and National Verification of Competencies Important to Secondary and Postsecondary Administrators of Vocational Education, (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977).

that demonstrated competency would be considered free of gender orientation. Yet statistics show that competent women often do not receive equitable consideration in the selection and hiring process. Position announcements and descriptions are often couched in vague terms that do not clearly indicate competencies required. A frequent requirement that has serious implications for female-intensive service areas such as home economics and business and office education is a specific number of years of business/industry experience. Teacher training in these areas generally does not include a work experience component. For example, a comprehensive profile of a woman participant in the Oklahoma Extern Program in 1975 showed that she probably had not accumulated work experience.[5] Therefore, she would be penalized because she had no experience and could not compete with males who did.

Few studies have been undertaken to examine the underrepresentation of women in educational administration. Neidig,[6] studying the attitudes of the superintendents and school board members who could be potential employers of women administrators and the aspiring women themselves, found not one woman superintendent or high school principal in the forty-two reporting districts in Iowa. Twelve of the districts reported that ninety-five women held administrative certification but were not employed in an administrative position.

Pancrazio[7] reported that 92 percent of current administrative positions in Illinois are held by men. Furthermore, In Illinois public schools (Chicago schools are excluded from the study) a decrease of women administrators in both number and percentage has been recorded in the last eight years. Looking at the gender ratio of administrators on the next lower level as a guide to the potential talent pool, the study revealed that the number of women continued to be at a low level. Furthermore, with the small number

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5. Ellen Bowers, The Oklahoma Extern Program '75 (Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1976) p. 11. The Extern Program is a nontraditional, in-service leadership development program for vocational education.

6. Marilyn Boyd Neidig, "Women Applicants for Administrative Positions: Attitudes Held by Administrators and School Boards" (Ph.D. dissertation, University of Iowa, 1973), p. 112.

7. Sally Bulkley Pancrazio, "It's Time School Boards Woke Up to the Potential of Women Administrators," Illinois School Board Journal, September/October 1977, pp. 26-27.

of women presently serving in second-echelon positions, it was predicted that the condition would remain the same or possibly decline in future years without significant intervention.

In another study conducted in Illinois, Krchniak[8] reported that, in addition to under-utilization of qualified women (1,305 held administrative and supervisory certificates and licenses but were not employed in those types of positions), male superintendents and principals believed that women had no interest in administrative positions.

The American Vocational Association brought its concern for apparently disparate policies and practices for women and for men to the floor of its 1972 convention. It adopted the following resolution:[9]

> BE IT RESOLVED, that the American Vocational Association Board of Directors authorizes a study of professional employment in vocational education with regard to the number of males and females at every level of the profession, the salaries paid to each category of employee, and any restrictions in promotional opportunities because of sex.

Combined federal and state funds and coordinated efforts between the Bureau of Vocational Education of Pennsylvania and the Department of Vocational Education of Pennsylvania State University launched a study to carry out the intent of the resolution.

The first study resulting from the resolution was conducted by King in 1974.[10] Subsequent studies, using the same basic design, addressed different target populations: administrators

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8. Stefan P. Krchniak, "Variables Associated with Low Incidence of Women in School Administration: Toward Empirical Understandings" (Paper delivered before the American Educational Research Association, Toronto, Ontario, March 27-31, 1977), p. 25.

9. Joyce E. Bates, "Actions Necessary to Overcome Sex Bias and Sex Stereotyping in Vocational Education Identified by Selected National Leaders" (Ed.D. dissertation, Oklahoma State University, May 1978), p. 18.

10. Elizabeth Camp King, "Perceptions of Female Vocational Faculty Members as Seen by Themselves and College Administrators" (Ph.D. dissertation, Pennsylvania State University, 1974).

and women faculty from comprehensive high schools, from area vocational schools (AVTS), from postsecondary proprietary schools, and from community-junior colleges.[11] The researchers sought to examine three factors which would impinge on women's career progress--dual role conflict, advancement possibilities, and career aspirations. To measure the perceptions of respondents, a twenty-five item egalitarian perception scale was designed in the first study and used with all subsequent studies. A Likert-type agreement scale accompanied each statement for the respondents to record the degree of agreement/disagreement with the statement. The administrators in the studies agreed that

1) women faculty have as great a need to achieve as men

2) the higher the educational attainment of women, the greater their chances for advancement

3) professional women can realistically expect to have life-long careers

Yet these same administrators did not view promotional opportunities for women professionals at their institutions as especially likely. The women also viewed their opportunities for advancement as very poor. The administrators did not perceive marriage to be an asset for professional women; neither did the administrators perceive faculty women as likely to achieve positions of leadership.

The Sarvas study sampled all four institutional-level target groups, and had usable responses from 404 vocational female faculty and 1,181 vocational administrators.[12] The data showed that perceptions held by administrators from the AVTS and the comprehensive high school tended to be the same. These two institutional groups responded that they perceived women faculty as unlikely to achieve leadership positions, while administrators from the community-junior college setting and postsecondary and proprietary school administrators reported 41 percent agreement with the statement, "Most women would like to be promoted to administrative positions."[13] The majority of the other administrative groups disagreed with the statement. The majority of faculty women did not

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11. Arlene F. Sarvas, "An Analysis of the Relationship between Perceptions of Vocational Female Faculty and Administrators toward Female Faculty in Four Institutional Types" (Ph.D. dissertation, Pennsylvania State University, 1976), p. 1.

12. Ibid., p. 4.

13. Ibid., p. 75.

perceive themselves as likely to be promoted to an administrative position, with one exception--women faculty at postsecondary proprietary schools. Although not a majority, 37 percent of these professional women agreed that most women would like to be promoted to an administrative position. Also, faculty women from postsecondary proprietary schools registered 49 percent disagreement with the statement, "Women are not as likely to achieve positions of leadership as men." Two-thirds or more of the faculty women from the other institutional types agreed with the statement.[14]

It seems more than coincidental that faculty women and administrators from postsecondary proprietary schools showed agreement with the statement about promotion to administration for women and that these same faculty women viewed leadership positions for women as a viable option. Is there a probable support-base for women faculty to move into administrative positions from the administrators in this environment?

> The expectations which other people have for us and the expectations which we have for ourselves are peculiarly effective. The well-known Pygmalion in the Classroom (Rosenthal and Jacobson) is only one of a number of studies which attest to the power of the self-fulfilling prophecy. Expectations can be expanding and life enhancing, or they can be narrowly limiting. Expectations can lead to the fullest development of individual potential, or they can close a cage.[15]

To be a successful administrator would be difficult for a woman who faced an employing administrator who believed that her first responsibility was to be a feminine companion of men and a mother. Of the administrative groups in the Sarvas study, 40 percent of the comprehensive high school administrators so indicated.[16] The remainder of the administrative groups generally did not concur.

In another study, three scales, attitude, knowledge and behavioral intent, were used to provide a status report concerning sex bias, discrimination, and stereotyping. From a sample of 1,276 representatives from the divisions in the American Vocational Association, it was found that respondents were generally

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14. Ibid., p. 61.

15. California Women, Report of the California Commission on the Status of Women, (Sacramento, CA: State of California Documents Section, 1973), p. 34.

16. Sarvas, "An Analysis of Relationships," p. 67.

divided along traditional female-male lines.[17] The responses from the administrators' division, predominantly male, raised a particular concern. It was reported that these respondents "appeared consistently in the less liberal (as determined by a self-rating scale) and less knowledgeable groups...on all three scales."[18] The study reports that "administrators in particular should be given careful attention..."[19] in regard to changing attitudes and behavior patterns as these individuals make the decisions about apportioning funds and facilities for women's educational programs. Attitudes and perceptions can enhance or inhibit the progress of women into administration in vocational education.

Special mention should be made of the Leadership Development Programs for Vocational Education. Initially, only 12.5 percent of the participants in the prestigious three-year doctoral program were women.[20] Gains were evident by 1974; in that year 42.4 percent of the participants in the one-year graduate program were women. Funderburk[21] conducted a follow-up study of the 1970-74 participants that included a total sample of 532 with 266 as the universe of female EPDA participants and a random sample of 266 male participants. Of this group of women, only eight held administrative positions prior to entering the program; thirty-one obtained such positions after completing the program.

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17. Arlene P. Hantjis, "The Relationship between Knowledge and Attitudes and between Attitudes and Behavioral Intent Concerning Sex-Role Stereotyping in Vocational Education" (Ed.D. dissertation, Rutgers University, 1977), p. 161.

18. Ibid., p. 153.

19. Ibid., p. 166.

20. Pamela Roby, "Toward Full Equality: More Job Education for Women," School Review 84 (February 1976): 194.

21. Kermeta C. Funderburk, "A Comparative Study of Career Advancement of Female and Male Participants in the Vocational Education Leadership Development Program under the Education Professions Development Act" (Ph.D. dissertation, Texas Women's College, 1977), p. 99.

While it is true that the percentage of increase for women is sizeable, the number of women pursuing an administrative career following the leadership program is minimal in comparison to the number of men in administrative positions -- thirty-seven prior to and eighty-seven following the program.

Funderburk also noted the disparity in salaries earned by women and men. There was already a difference in salaries prior to entering the program (women earned less); once they completed the program, the gap widened.[22]

Those vocational administrators and leaders who are actively committed to eliminating sex discrimination deserve more recognition. Charles Prosser, who authored the 1917 Vocational Education Amendments, signaled the need to address broader concerns for women when, in 1938, he observed a standstill in the number of women entering vocational programs. He offered several possible explanations for this situation. All, he declared, were discouraging.

> It may be that the almost totally masculine character of state and local staffs for vocational education found in most states has caused this work to be neglected. It may be that no one has made articulate the real needs of female wage earners. It may be that the successful handling of the problem requires a woman as state agent specially interested and qualified to deal with it.[23]

Increasing awareness can bring about change. When a decision-maker sets goals that do not consider the needs of a good 50 percent of a constituency, awareness is certainly minimal. There is now federal legislation which complements and expands Title IX to eliminate sex bias, discrimination, and stereotyping from vocational education. Yet in many local, state, and federal agencies, decision-making positions in vocational education are filled by individuals whose awareness of and sensitivity to the needs of women is lacking. In many instances, decision-makers have elected to ignore the needs outlined in federal mandate.

An observation delivered by Alan Pifer, President, Carnegie Corporation, in 1971 in response to Title IX Legislation is pertinent to the sex-fairness mandates of Title II today:

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22. Ibid., p. 94.

23. Charles A. Prosser, "Forecast and Prophecy," Objectives and Problems of Vocational Education, ed. Edwin A. Lee (New York: McGraw-Hill Company, 1938), pp. 395-396.

> Personally, I regret that it has become necessary because of intransigence, or at least lack of perceptiveness, on the part of higher education, or any educational level, for government to take coercive action. Measures such as these, (affirmative action) seem to me to constitute an invasion of campus autonomy and an abridgement of academic freedom. On the other hand, government has a basic obligation to protect the rights of its citizens--yes, even women--and without the threat of coercion it seems unlikely that higher or other educational levels, would have budged an inch on the issue. Certainly it had every chance to do so and failed.[24]

Stevenson, in his position paper on the implications of the Vocational Amendments of 1976, wrote:

> The strong emphasis which the Congress places on elimination of sex bias and sex stereotyping puts vocational education in a position to be a leader in an innovative movement or to fail dismally in meeting this challenge which has been given to us. In my opinion, the elimination of sex bias, stereotyping and discrimination, will be the most difficult because it calls for a change in <u>us</u> and not simply in programs. It requires that each of us act and think differently.[25]

The problem of underrepresentation of women in administration in vocational education is multi-faceted. It reflects socially imposed expectations of a narrowly prescribed role for women. It reflects administrative job requirements geared to those experiences traditionally acquired by men. It reflects the vocational

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24. Alan Pifer, Speech before the Southern Association of Colleges and Schools, November 29, 1971, quoted in Robert M. O'Neil, "Autonomy and Mythology: The Need for Neutral Principles," <u>Women in Higher Education</u>, ed. W. Todd Furniss and Patricia Albjerg Graham (Washington, D.C.: American Council on Education, 1974), p. 319.

25. William W. Stevenson, <u>The Educational Amendments of 1976 and Their Implications for Vocational Education: A Position Paper</u>. Information Series No. 122. (Columbus, Ohio: The ERIC Clearinghouse on Career Education, The Center for Vocational Education, The Ohio State University, 1977), p. 9.

administrator's lack of knowledge of women's issues and apparent unwillingness to change attitudes about a woman's traditional role. It reflects covert discrimination resulting from preconceived biases. It reflects a white male calling another white male colleague asking if he knows a good man for the job and then saying, "I'd have been glad to hire a qualified woman if I could have found one."[26] Qualified women are there; we have only to make a conscious effort to help them find and secure positions for which they have demonstrated ability.

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26. Bernice Sandler, "Affirmative Action on the Campus: Like It or Not, Uncle Sam Is Here to Stay," Women in Higher Education, ed. W. Todd Furniss and Patricia Albjerg Graham (Washington, D.C.: American Council on Education, 1974), p. 326.

CERTIFICATION PROCEDURES AND WOMEN CREDENTIALED AS VOCATIONAL ADMINISTRATORS

-A Survey-

CERTIFICATION PROCEDURES AND WOMEN CREDENTIALED AS VOCATIONAL ADMINISTRATORS

A Survey

The following data resulted from a survey conducted by the National Center to gather information on certification procedures and requirements for vocational administrative positions. A request was made for copies of readily available printed material on the requirements for administering vocational programs and on the number of women certified for these positions.

The data presented in Table 1 were compiled from information submitted by State Departments of Education, Offices of the State Directors of Teacher Education and Certification in response to the following request:

> ...many states are now publishing, in a final report or other previously compiled statistical reports, the number of credentialed personnel in each certification category. If this information is available through a previously printed source, would you please forward a copy of the page with the number of women who are so certified as vocational education administrators. This is not to be construed as a request to generate new data; rather it is a request for existing printed material.[27]

The information is divided into three major categories: a) available information which was submitted, b) information not available, and c) the information requested has been collected and recorded but does not exist in the format requested.

27. Excerpt from approved letter sent to each chief state certifying officer with a copy of the correspondence sent to the Director of Vocational Education of each state.

Table 1

STATES[1] WITH INFORMATION AVAILABLE REGARDING NUMBER OF WOMEN IN THE TALENT POOL OF WOMEN CREDENTIALED AS VOCATIONAL ADMINISTRATORS

State listings based on secondary level vocational education administration unless otherwise noted

Information Available	No Information	Information Constraint Factors
Alabama (postsecondary level only)	Arizona	Formal Written Request Required
**Colorado*	Arkansas	Hawaii
Connecticut	California	Pennsylvania
Delaware	Florida	
**Maine	Georgia	Cost Recovery Factor
Mississippi*	Idaho	Ohio
Montana	Illinois	Nebraska
North Carolina	Indiana	
Rhode Island	Iowa	Time Factor
South Carolina	Kentucky	Massachusetts
South Dakota*	Louisiana	Oklahoma
Tennessee	Maryland	Vermont
Texas (postsecondary level only)	Michigan	
Virginia	Minnesota	No Specific Computer Programs to Access
**Washington*	Missouri	Alaska
Wisconsin*	Nevada	Kansas
Wyoming	New Hampshire	New Jersey
	New Mexico	
	New York	
	North Dakota	
	Oregon	
	Utah	
	West Virginia	

[1]"States" refers to the separate 50 states and their Departments of Education, The Chief Certifying Officer.

*Included information pertaining to the secondary and postsecondary levels.

**These states provided data on the available talent pool of women so certified.

Column I of Table 1 lists states from which information was available. Column 2 lists states where information was unavailable, and Column 3 indicates those states in which information was available with certain constraints (e.g., information retrieval system inadequate or information available only on a cost-recovery basis). It would, however, be possible to determine the number of women with appropriate credentials for vocational education administration in a total of twenty-seven states if constraints were not a factor.

Twenty-three states indicated that no information was available to determine the number of women credentialed for administration in vocational education. Three of these states acknowledged that the information was on record; however, the only way to collect data would be a hand count which was not feasible. An examination of the application forms sent by a majority of the states showed that a form which does not request identification of the sex of the applicant is the exception. Of the application forms received, two did not make this request; however, one state asked that Ms. or Mr. be checked. Only recently have states been able to provide this kind of information. A few additional states indicated that they were in the process of developing a system to access the information requested.

Because requirements for vocational education administration tend to overlap with those for general administration in several states, respondents commented that it would be difficult to draw a specific subset from the administrative group.

The lack of available information compounds the problem of locating qualified women for administrative positions and tends to reinforce the informal "old-boy" network. About the collection of information, Richman and Farmer state:[28]

> One can infer much about what is really important around a university (or other educational agencies or organizations, e.g., vocational education) by observing just how well the record system is able to report results.

The authors trace the administrative attention given to the careful documentation of student-grade records and the preciseness of employee payroll records, and speculate that if administrators cared less about money and grades, this part of the information system would be as incomplete as other parts. The

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28. Barry M. Richman and Richard N. Farmer, Leadership, Goals and Power in Higher Education (San Francisco: Jossey-Bass Publishers, 1974), p. 200.

apparent lack of interest in reporting sex variables from personnel records coupled with changeable laws governing collection of these data has compounded the problem.

In gathering information for Table 2, Available Talent Pool Information About Women Administrators in Vocational Education, it became apparent that several states, when they were unable to respond to a request for in-print information about the number of credentialed personnel in each certification category (specifically the number of women who are so certified in vocational education administration) elected to submit alternate data. The alternative information was a status report of current employment in the state. This situation was especially true for those states where certification does not occur until the individual has been offered employment in an administrative capacity. Other states have stated that there is no way to identify this particular subset from the administratively credentialed personnel. This situation is especially evident in heavily populated states where certificates/licenses are issued to all who are qualified and who apply.

Three states provided data concerning the number of women credentialed for administration of vocational education programs. Colorado identified twelve out of a total of 304 administratively credentialed individuals; Maine identified two women in the available talent pool; and Washington identified one woman on the post-secondary level for the available talent pool.

Some states provided supplementary information relating to current employment status of administrative personnel. Table 2, therefore, has been expanded to include the potential pool of certified women as well as related information on current employment. In those states submitting employment status information, 160 women employed as administrators of vocational education programs were reported by ten states: Alabama, Colorado, Connecticut, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Washington, and Wisconsin.

Delaware, Montana, Rhode Island, South Dakota, Virginia, and Wyoming submitted estimates of total numbers.

North Carolina and South Carolina provided a two-year progress report on the employment status of vocational staff for the school years 1976-77 and 1977-78.

In 1976-1977, South Carolina reported one female director of forty-six total (2.2 percent), and the following year, one female out of a total of forty-nine total directors (2.0 percent). These figures indicate an increase of three positions without a corresponding increase in number or percent of female participation. The number of Assistant Directors decreased by one, from ten to

Table 2

AVAILABLE TALENT POOL INFORMATION ABOUT
WOMEN ADMINISTRATORS IN VOCATIONAL EDUCATION

State-by-State Report

STATE AND COMMENTS	CREDENTIALED WOMEN		Total Number Credentialed
	Available Talent Pool	Current[1] Employment Report	
Alabama 62 women out of a total of 318 persons filled administrative positions at the postsecondary level 1 woman out of 43 Deans of Instruction The relationship to vocational education was not clear.		62	
Colorado 304 persons held vocational credentials for Local Director or Assistant Local Director; 36 were women, 12 of whom constituted the available talent pool 30 Local Directors 5 credentialed only for postsecondary and adult; the remaining 25 for secondary level as well as the above two levels 6 Assistant Local Directors 2 credentialed only for postsecondary and adult; 4 credentialed for secondary as well as above As of February 9, 1979.	12	24	304

[1]Current employment information was not requested from the states.

Table 2 Continued

STATE AND COMMENTS	CREDENTIALED WOMEN		Total Number Credentialed
	Available Talent Pool	Current[1] Employment Report	
Connecticut 51 vocational-technical school administrators; 3 out of the 51 were female Based on 1977-1978 data.		3	
Delaware Supervisor of Certification estimated that a maximum of 50 women are so certified.			
Maine 2 women out of 26 persons hold the Vocational Administrator Certificate No women hold vocational administrative positions. There are 25 such positions.	2	0	26
Mississippi 5 women Local Directors 1 Secondary 4 Postsecondary		1 4	
Montana 265 teachers with Class 4 (vocational) certificates; 70 were women As of February 17, 1978			

[1]Current employment information was not requested from the states.

Table 2 Continued

STATE AND COMMENTS	CREDENTIALED WOMEN		Total Number Credentialed
	Available Talent Pool	Current[1] Employment Report	
North Carolina Local Vocational Administrators 1977 15 women of 145 employed 1978 20 women of 144 employed The figures include both full- and part-time vocational administrative positions.		20	
Rhode Island No women coordinators or principals at vocational facilities		0	
South Carolina 1976-1977 Director of Area Vocational Center--45 males, 1 female Assistant Director--10 males; less than 50% time--1 female 1977-1978 Director of Area Vocational Center--48 males, 1 female; 50% time--1 male Assistant Director of Area Vocational Center--9 males		1 0	

[1]Current employment information was not requested from the states.

Table 2 Continued

STATE AND COMMENTS	CREDENTIALED WOMEN		Total Number Credentialed
	Available Talent Pool	Current[1] Employment Report	
South Dakota Local Secondary Vocational Administrators (full time)--7 males	*	0	
Local Postsecondary Vocational Administrators (full time)--5 males		0	
*It is estimated that from 10 to 20 percent more individuals would be eligible for the administrative endorsements.			
Tennessee Official and Administrative Staff--12 females, 132 males (2 positions were vacant at the time of report)		12	
1978, November data			
Texas Public Postsecondary Institutions (65 total)			
Vocational deans, directors; assistant deans, directors--10 females, 62 males		10	
1977-1978 data. Texas is implementing a retrieval system to access this data in the future.			

[1]Current employment information was not requested from the states.

Table 2 Continued

STATE AND COMMENTS	CREDENTIALED WOMEN		
	Available Talent Pool	Current[1] Employment Report	Total Number Credentialed
Virginia The number of vocational administrative positions included in these data was not available Postgraduate Professional Certificates--692 males and 610 females classified as supervisory and supportive personnel; 2,347 males and 574 females classified as principals and assistant principals Based on 1976-1977 data.			
Washington Local Vocational Directors--7 females, 89 males	0	7	96
At the postsecondary level, Vocational Directors--21 males, 6 females	1	6	28
One (1) woman is appropriately certified but does not hold a position.			
Wisconsin 5 women hold vocational education administrative positions at the secondary level		5	
5 women hold vocational education administrative positions at the postsecondary level		5	

[1]Current employment information was not requested from the states.

Table 2 Continued

STATE AND COMMENTS	CREDENTIALED WOMEN		
	Available Talent Pool	Current[1] Employment Report	Total Number Credentialed
Wyoming 3 male vocational directors 85 persons hold Principal Endorsements at the secondary level			85
TOTAL	15		

[1]Current employment information was not requested from the states.

nine, during the two years. One female had been reported at less than 50 percent time in 1976-1977, but was not reported the following year.

For 1976-77, women held 3.5 percent of a total of 57 positions; in the following year, of a total of 58 positions, female representation decreased to 1.7 percent.

In North Carolina, fifteen women of 145 (10.3 percent) were employed as vocational administrators in 1976-77. In 1977-78, administrative positions decreased by one while the number of women in administration increased by five (33.3 percent). When competent and aspiring women are supported by decision-makers, they are more visible in the administrative ranks of vocational education. This is especially true in North Carolina, which had an active sex-equity awareness program until recently when federal funds were no longer available.[29]

Dr. Charles Law, State Director of Vocational Education in North Carolina, has spoken at national meetings regarding the individual awareness level of the limitations our traditional values have imposed upon status and role of women. This awareness has lead to an active commitment within the state to increasing sex fairness in vocational education at the professional staff level as well as with students and programs. His active commitment is to be commended.

Table 3 provides a display of the states' general certification requirements for administrators of vocational education programs.

Specific vocational education requirements for administrative vocational programs are listed for thirty-four states (55.7 percent - a 61 state computational base has been used). Several states provide options; that is, even though specific vocational requirements have been established, a general administrative credential may be used in lieu of these requirements. Nine states offer this option. Of the total, five states, (8.2 percent) require only general certification to administer vocational education programs. Another three states (4.9 percent) have no statewide administrative certification.

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29. Amanda J. Smith, New Pioneers: A Project to Eliminate Sex Bias in Occupational Education, Reflections and Recommendations (Raleigh, NC: Department of Public Instruction, 1977).

Table 3

CERTIFICATION REQUIREMENTS FOR ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS

State listings based on secondary-level vocational education certification
*Indicates postsecondary certification included

Vocational Education Certification		General Administrative Certification Only Required	Certification Not Required	Qualifications Established
				Vocational Education
*California[1]	*Nevada[4]	Alaska	Arizona	Arkansas
*Colorado	New Hampshire	*California[1]	New Mexico[5]	*Alabama
Connecticut	North Carolina	Hawaii[2]	West Virginia	*Idaho[3]
Delaware	*North Dakota	*Iowa[1]		*Massachusetts
*Florida	*Ohio[6]	*Louisiana[1]		*Michigan
*Georgia	Oklahoma[1]	Maryland		South Carolina
Illinois	Oregon	*Nevada[4]		Tennessee
Indiana	Pennsylvania	New Jersey		*Texas[7]
*Iowa[1]	Rhode Island	New York		
*Kansas	*South Dakota[1]	Oklahoma[1]		Competency-Based
Kentucky	*Texas[7]	Rhode Island[1]		
*Louisiana[1]	Utah[8]	*South Dakota[1]		*Minnesota--Competencies have been established for licensure
Maine	Vermont[1]	Utah[8]		
*Mississippi	Virginia	Vermont[1]		
*Missouri	Washington	*Wisconsin[9]		
Montana	*Wisconsin[9]			
Nebraska	Wyoming			

[1]May hold either special vocational education certification or general administrative certification.

[2]Certification on the secondary and private trade schools

[3]Vocational administrative positions at postsecondary level only

[4]Vocational Education certification required only for Director of Vocational Programs: in practice the general administrative certification is used.

[5]As certification is required to meet federal regulations, a general administrative certificate is sought.

[6]Whether certification is required for postsecondary is dependent on physical location of classes.

[7]Postsecondary certification is not required, however qualifications are approved by Occupational Education and Technology

[8]Vocational requirements are in addition to those for general administrative certification.

[9]General administrative requirements for postsecondary level only

[10]Several states indicated options for certification; therefore, they have been counted more than once. A 61-state base has been used.

Eight states apply a minimum qualifications standard rather than following certification or licensure procedures which are required for the administration of federally funded vocational programs. One state, Minnesota, has identified seven competencies necessary for licensure to administer vocational programs: school finance, public relations, communications, school law, leadership and personnel management and program planning and development. Requirements for achieving these competencies are described in the "Certification Handbook for the Local Vocational Director" or in the State Plan for Vocational Education.

Table 4 presents data from those states where procedures differ in the evaluation of academic course work and cumulative occupational/work experience for credit toward certification in vocational education. Some states recognize the National Council for Accreditation of Teacher Education (NCATE); others rely on certification requirements approved by the National Association (NASDTEC) or the Interstate Certification Commission (ICC). For a more extensive description of these organizations in relation to reciprocity agreements for teaching, refer to Miller's study, "The Certification of Vocational Education Personnel."30

Iowa, North Carolina, Rhode Island, South Carolina, and Utah recognized more than one organization in an effort to facilitate acceptance of accredited university programs. The largest number of states, twenty-eight, indicated no reciprocity agreements for individuals who have acquired qualifications for or possess vocational administrative credentials from other states. Generally, as individuals move from state to state, a review of each individual's credentials, through the transcript analysis process, would be completed prior to issuing certification. This review process may include a transcript analysis by a credential technician, an offer of employment, a recommendation from the state director of vocational education, or a recommendation from the chairperson of the university's Department of Vocational Education.

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30. Aaron J. Miller and Robert R. Roehrich, "The Certification of Vocational Education Personnel," (A Report of the AVA ad hoc Committee on Professional Standards, Department of Vocational Education, The Ohio State University, Columbus, Ohio, October 1977). See also Aaron J. Miller and Robert R. Roehrich, "Who Controls Certification of Vocational Education Personnel?" American Vocational Journal, April 1978, pp. 24-26.

Table 4

RECIPROCITY AGREEMENTS FOR CERTIFICATION IN VOCATIONAL/OCCUPATIONAL EDUCATION ADMINISTRATION

NCATE Member States (National Council for Accreditation of Teacher Education)	NASDTEC (National Association of State Directors of Teacher Education and Certification)	ICC (Interstate Certification Commission)	Reciprocity of accredited programs in selected institutions and/or State Agencies	No Reciprocity
Illinois	North Carolina[1]	New Hampshire	Alaska	Alabama
Iowa[1]	South Carolina[1]	New York	California	Arizona
Mississippi		Rhode Island[1]	Colorado--(Vocational credentials automatically honored)	Arkansas
North Carolina[1]		Utah (vocational only)[2]	Connecticut	Florida
Rhode Island[1]		Vermont	Delaware	Hawaii
South Carolina[1]			Georgia	Idaho
Tennessee			Indiana	Kansas
Utah--(administration only)[2]			Iowa[1]	Louisiana
			Kentucky	Maine
			Massachusetts	Maryland
			Nebraska	Michigan
			Ohio	Minnesota
				Missouri
				Montana
				Nevada
				New Jersey (teaching only)
				New Mexico
				North Dakota
				Oklahoma
				Oregon
				Pennsylvania
				South Dakota--(State Board of Vocational Education does not acknowledge)
				Texas
				Virginia (teacher education only)
				Washington (limited for teacher education)
				West Virginia
				Wisconsin
				Wyoming

[1]States recognizing more than one organization relating to reciprocity agreements.
[2]Utah's reciprocity agreements are divided.

Review processes vary from state to state. Not all states provided information relating to the transcript analysis phase of evaluating professional papers and determining qualifications for vocational education administration. Approximately 40 percent of the states reported that the State Department of Vocational Education either evaluated transcripts or identified specific requirements and served in a consultative role as needed by teacher certification divisions.

Table 5 lists the twenty-one states requiring some form of certification for administration of vocational programs at the two-year postsecondary level (this represents 41.2 percent of the total fifty states).

Ohio is listed twice because certification is required when vocational programs are conducted at secondary institutions, and is not required when they are housed in postsecondary facilities.

The majority of states, 58.8 percent, do not require certification beyond the secondary level. When specific qualifications are required for a vocational administrator, they are determined at the local level. In some states, secondary certification is required for all vocational programs regardless of the level involved.

To summarize, all states require certain qualifications if not certification or licensing for administration of vocational education programs. Thirty-four states (55.7 percent)[31] require certification which includes specific vocational programs or courses and at times specific occupational experience. Thirteen of fifty states (26 percent) have established work experience requirements ranging from 1,000 to 3,000 hours. It should be noted that more states may use the occupational experience requirement when optional plans are available to qualify for vocational education administration. For 24.6 percent of the states (fifteen), general administrative certification suffices. The remaining twelve states (19.6 percent) have adopted alternative patterns of credentialing which reflect needs identified in those particular states.

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31. A 61-state base has been used for computation.

Table 5

POSTSECONDARY CERTIFICATION REQUIRED BY STATES
FOR ADMINISTERING OCCUPATIONAL PROGRAMS

Required	Not Required
Alabama	Alaska
California	Arizona
Colorado	Arkansas
Florida	Connecticut
Georgia	Delaware
Hawaii (private trade schools require certification on this level)	Illinois
Idaho	Indiana
Iowa	Kentucky
Kansas	Maine
Louisiana	Maryland
Massachusetts	Montana
Michigan	Nebraska
Minnesota (licensed, not certified)	New Hampshire
Mississippi (licensed, not certified)	New Jersey
Missouri	New Mexico
Nevada	New York
North Dakota	North Carolina
Ohio (for classes physically located in public secondary facilities certification is required)[1]	Ohio (for classes conducted in postsecondary facilities)[1]
South Dakota	Oklahoma
Texas (approval not certification)[2]	Oregon
Wisconsin	Pennsylvania
	Rhode Island
	South Carolina
	Tenneseee
	Utah
	Vermont
	Virginia
	Washington (employing institutions may require certification which would be the same as secondary)
	West Virginia
	Wyoming

[1]In Ohio, certification is required for all programs held under auspices of secondary public schools; certification does not apply to programs conducted in postsecondary institutions.

[2]Certification is not required; however, qualifications of vocational administrators, supervisors, instructors, counselors, or others in vocational positions must be approved by the Department of Occupational Education and Technology of the Texas Education Agency if any part of their salaries is to be paid from funds appropriated for vocational education.

RECOMMENDATION

FOR

CHANGE

-Conclusion-

RECOMMENDATION FOR CHANGE

Conclusion

Existing data retrieval systems in the fifty states are not adequate at present as information sources for identifying numbers and location of women qualified to administer vocational education programs. State Certification Officers vary greatly in their efforts at and commitment to locating and maintaining these kinds of data.

Progress in finding, storing, and sharing these data can, however, be made if the federally mandated VEDS System (Vocational Education Data and Accounting System) is fully implemented. The VEDS System, mandated by Title II of the 1976 Higher Education Amendments, would have the capability of reporting the number of women administrators currently employed nationwide. At present, there is no reporting form that requires a breakdown by gender of local administrative personnel for vocational education. Meshing the VEDS System with each state's complex and unique reporting system will be a difficult task. Once the VEDS System is in place, however, gender-based information on programs, students, administration, faculty, and staff will be available.

Given the increased number of women who are interested in pursuing an administrative career and with the number of women who have participated in vocational leadership development programs, it is apparent that there remains an untapped source of qualified women for administration of vocational education programs. Further, there is a great need for a network to identify and to promote these qualified women as opportunities for administration arise.

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